

SECTION I

PART P TEACHER EDUCATION POLICY

1.00 Introduction

This policy describes the performance-based teacher preparation model adopted in Colorado. It outlines the criteria and procedures for review and approval of teacher preparation programs in Colorado. It lists the statutory criteria and the corresponding performance measures that new and existing programs must meet to qualify its graduates for state licensure and against which existing programs are evaluated. The policy describes the review processes and accountability measures that pertain to teacher education programs.

The policy applies to all programs at institutions of higher education operating in Colorado that prepare entry-level classroom teachers. It does not apply to programs that prepare school administrators or special service licensure areas (e.g., school nurse, occupational therapist).

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has responsibility to define the criteria and guidelines for higher education academic degree programs. The statute (C.R.S. 23-1-107(1)) reads:

The commission shall review and approve, consistent with the institutional role and mission and statewide educational needs, the proposal for any new program before its establishment in any institution. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.

and C.R.S. 23-1-121 which states:

On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. At minimum the requirements shall ensure that each teacher preparation program may be completed within four academic years, is designed on a performance-based model, and addresses the statutory criteria.

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

The primary goal of CCHE Teacher Education Policy is to ensure the quality of teacher preparation. To address the policy goal, the policy does the following:

- 3.01.01 Establishes the requirements for teacher preparation programs, including entry-level teacher preparation programs [23-1-121 (2)].
- 3.01.02 Specifies the process and protocol for a statewide review of all programs with current teacher preparation approval.
- 3.01.03 Requires annual monitoring of the effectiveness of teacher preparation programs [23-1-121 (3)], including institutional involvement in Teacher in Residence programs [22-32-110.3 (2)].
- 3.01.04 Requires a periodic review of teacher education programs, at least once every five years, to include Teacher in Residence programs [22-32-110.3 (6) (a) (II)].
- 3.01.05 Implements procedures for collecting and reviewing evaluative data of teacher education programs, including performance on professional tests.
- 3.01.06 Proposes a process for developing a reward system for field-based activity of faculty and supervising teachers.
- 3.01.07 Specifies a process for collaborating with the governing boards to define the information to be included in the annual report to the education committees of the General Assembly.
- 3.01.08 Requires an annual report on the performance and quality of teacher education programs to the legislative education committees each January. [22-60.5-116.5].

3.02 Principles

CCHE Teacher Education Policy is based on the following principles:

- 3.02.01 Educator preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education (SBE), institutions of higher education, and school districts. In this context, the Colorado Commission on Higher Education has responsibility for the approval and review of programs designed to prepare teachers for degree granting programs as well as licensure-only teacher preparation programs

conducted by higher education institutions, while the Colorado State Board of Education is authorized to develop the professional content standards and license the graduates of approved teacher preparation programs.

3.02.02 Teacher preparation programs are student-centered and performance-based. Consequently, they are evaluated by the students' performance and the criteria listed in Section 4 of this policy.

3.02.03 Programs designed to prepare teachers must be responsive to rapidly changing needs or requirements for school district positions, including:

- Technology and its role in instructional delivery.
- Ability to communicate with students, parents and guardians regarding educational progress and student behavior.
- Ability to assess student learning and modify curriculum based on assessment results.
- Classroom management techniques.
- Ability to apply knowledge to the P-12 classroom and adapt instruction in ways that enhance student learning.

3.02.04 The degree that content knowledge, field experience, and professional knowledge are integrated into a performance-based model determines the strength of a teacher preparation program.

3.03 Terminology

Approved Teacher Preparation Program is a teacher education program that has been reviewed pursuant to the provisions of C.R.S. 23-1-121, meets the performance-based standards established by the Commission and the requirements of 23-1-108 and 23-1-116, and has been granted teacher preparation approval by the Commission.

Assessment is defined as the method used to collect evidence of what a student knows and is able to demonstrate.

Content Standards are the specific statements of what a P-12 student should know or be able to do in specified academic areas. The State Board of Education adopted model content standards that define what students enrolled in Colorado's P-12 public schools should know and be able to do at certain threshold points in their schooling—at fourth grade, at eighth grade, and as they approach graduation from high school—in order to be considered proficient in subject content areas. **All students in a teacher education program will be assessed on their knowledge and ability to teach the content that corresponds to the level they intend to teach** (e.g., English secondary).

Degree program, as defined in statute, means a CCHE-approved program of study with a defined curriculum that leads to a formal diploma. In the context of this policy, a teacher preparation degree program includes four curricular components:

a) General education curriculum

The curriculum that provides skills acquisition and broad knowledge across the arts and sciences. Students who complete the general education core curriculum will demonstrate proficiency in oral and written communication, mathematics, critical thinking, social sciences, humanities, and science.

b) Content Knowledge

The portion of the curriculum that provides the content knowledge that aligns with the State Board of Education's endorsement standards, typically called the academic major. The academic majors or degree programs eligible for entry-level teacher preparation approval include:

- Degree programs in specific fields of study that are aligned with the curriculum of the public schools.
- Interdisciplinary degree programs that are structured to address the P-12 content standards that apply to a particular licensure level.

c) Professional knowledge

Courses and experience that develop knowledge and skills designed to apply the content knowledge in the classroom to meet the State's professional knowledge standards and link practice and theory.

d) Field-based experience

Experiences designed for students to apply content and professional knowledge in authentic school settings under the supervision of teachers and faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings: classroom observations, assisting licensed teachers in school settings, practica, student teaching and internships; or integrate all experiences under a partner school model. Student teaching is a field-based experience in which teacher candidates demonstrate their competence to develop curriculum, teach and assess students, and diagnose learning difficulties in a specific classroom setting over an extended period of time under supervision of a lead or master teacher.

Field experiences must account for a minimum of 800 clock hours in the teacher preparation program, accumulated throughout a program of study.

Endorsement is the designation on a license that the holder is authorized to teach a specific grade or developmental level (e.g., elementary), subject area (e.g., language arts), or special service area (e.g., counselor).

Entry-level teacher preparation programs include baccalaureate degrees, post-baccalaureate programs, alternative teacher programs, and teacher-in-residence programs. Under C.R.S. 23-1-121, CCHE will specifically approve the baccalaureate and post-baccalaureate teacher preparation programs. SBE approves the alternative and teacher-in-residence programs. SBE and CCHE jointly review the teacher-in-residence programs [C.R.S. 22-32-110.3 (6) (a) (III)].

Licensure refers to the system and criteria that authorizes individuals to teach in Colorado public schools. The Colorado State Board of Education is the agency authorized to license teacher education candidates, including provisional license for entry-level educators, professional license for experienced educators, and master certification for highly accomplished educators. Provisional licenses are issued to persons who hold approved bachelors' degrees, have completed a degree program that is approved for teacher preparation, an alternative licensure program, or a teacher in residence program and have demonstrated professional competencies as specified by the Colorado State Board of Education.

The Colorado Commission of Higher Education is the agency authorized to approve teacher preparation programs offered in Colorado that qualify graduates for licensure.

A Professional Development School (PDS) is a P-12 school at which a professional community of higher education faculty and teachers jointly prepare future teachers and improve schooling. Classes, practica, and activities may occur on-site at the P-12 school. In a PDS relationship, the higher education faculty have significant presence in the school, and school faculty have a substantive voice in shaping the teacher education program. In a PDS, prospective teachers fully participate in the teaching/learning environment over an extended period of time, so that clinical experiences have a sense of continuity and coherence. The same activities may be extended to an attendance area including elementary, middle, and high schools, or in some cases to a district.

Performance-based model refers to a system that evaluates each teacher preparation program against the performance standards as defined and adopted by the Commission, and the professional knowledge content standards adopted by the Colorado State Board of Education. Sections 4.01–4.07 of this policy specify the performance criteria that apply to the approval or review of an entry-level teacher preparation program. Teacher education programs that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

Performance-based standards refer to a set of prescribed standards that teacher candidates must know and be able to do.

Post-Baccalaureate Teacher Education Program is designed to supplement the academic background of students who have completed an undergraduate degree program, i.e., Bachelor of Arts (BA) or Bachelor of Science (BS). This program is intended for people who decide upon a teaching career after college graduation or those interested in changing careers. In the context of this policy, a teacher preparation post-baccalaureate program includes professional knowledge, field experience, and admission standards that assess the applicant's content knowledge to a curriculum. At institutions that offer approved masters' degrees, post-baccalaureate, credits may apply toward masters' degree graduation requirements.

Quality Indicator System refers to CCHE's policy that measures and rewards institutions for performance on specified indicators.

Teacher Candidate means a person who is participating in an approved teacher preparation program in order to enter the teaching profession (i.e., entry-level licensure).

Teacher in Residence (C.R.S. 22-32-110.3 (4) (a)). A person hired by a school district to teach as a resident teacher although not yet licensed but meets CDE eligibility criteria. The resident teacher may teach under the supervision of an administrator with an assigned, licensed teacher servicing as mentor and must be enrolled in teacher preparation courses for which the school district has contracted with a higher education institution with a state-approved program.

Teacher Preparation Program is defined as a CCHE-approved program of study specifically designed to prepare teacher candidates to instruct P-12 students.

4.00 Criteria for a Performance-Based Teacher Education Program

The Commission shall use performance-based criteria specified in this section to review and approve baccalaureate and post-baccalaureate initial licensure teacher preparation programs, including proposals for new programs. Teacher preparation programs will be evaluated on the evidence supporting a performance-based model. Recommendation for approval by the Colorado Department of Education (see 4.06) is a necessary but insufficient factor for Commission approval. In its review, the Commission will evaluate whether all programs requesting teacher education approval meet criteria 4.01 through 4.07.

- 4.01 Public institutions shall ensure that each teacher preparation program may be completed in four academic years and designed and implemented in accordance with the higher education Quality Assurance Act.
- 4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students considering becoming teacher candidates.

- 4.03 Each program will demonstrate that it has an on-going screening and counseling of teacher candidates by practicing teachers or faculty members.
- 4.04 Each program will demonstrate that its course work and field-based training integrates theory and practice and educates teacher candidates in methodologies, practices, and procedures of teaching standards-based education, specifically in teaching the content defined in the state model content standards.
- 4.05 The curriculum of each program will ensure that each teacher education candidate completes a minimum of 800 hours of supervised field based experience that relates to predetermined learning standards.
- 4.06 Each program will document the demonstrated skills required for licensure of each candidate prior to graduation, as determined by the Colorado Department of Education.
- 4.07 Each program will provide ongoing, comprehensive assessment including evaluation of each teacher candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

5.00 Approval Process for New Teacher Preparation Programs

Any institution of higher education that chooses to offer a new teacher preparation program shall submit a proposal requesting Commission approval. The Commission, in conjunction with the State Board of Education, shall review each teacher preparation proposal submitted by an institution of higher education.

- 5.01 CCHE will follow its existing program approval process for requests for teacher preparation approval.
- 5.01.01 These types of teacher preparation program approval requests require a full proposal: (Appendix A)
- New teacher preparation degree programs.
 - New post-baccalaureate programs.
 - CCHE-approved degree programs requesting teacher preparation approval.
 - Modifications to existing degree programs.
- 5.01.02 Public institutions with approved teacher education programs do not require additional approval to offer these programs as cash-funded programs.
- 5.02 The Commission will request the State Board of Education to review the professional content of each teacher preparation prior to its consideration. The State Board of Education reviews the proposal to determine if the program content is designed and

implemented in a manner that will enable a teacher candidate to meet the requirements specified by the State Board of Education.

5.02.01 If the State Board of Education confirms that the content portion of the program is aligned with the State Board of Education's performance standards, CCHE shall review the proposal using the performance-based criteria specified in Section 4.00 of this policy.

5.02.02 If the State Board of Education does not recommend CCHE consideration because the program content does not meet the SBE standards, CCHE will disapprove the request without any further program evaluation.

5.03 CCHE will evaluate the proposal using the criteria specified in Section 4.00 of this policy and present a recommendation for Commission action

6.00 Review Processes for Approved Teacher Preparation Programs

This section describes the review process for teacher education preparation programs.

6.01 The process for existing programs with current teacher preparation approval will be conducted by CCHE in collaboration with the Colorado State Board of Education every five years by pre-arranged schedule. The review process consists of seven steps, including (1) scheduling the site visit, (2) institutional submission of evidence supporting the performance measures, (3) review of submitted evidence prior to the site visit, (4) a site visit by the review team, (5) CCHE written notification of approval recommendations to the institutions, (6) an appeals process, and (7) formal action by the Commission.

6.01.01 The institution will formally request a site visit indicating the programs that are designed to meet the criteria specified in this policy. CCHE will confirm the dates and provide a description of the materials the institution needs to submit to CCHE six months prior to the site visit.

6.01.02 The institution will submit materials documenting how the degree programs meet the program criteria specified in Section 4.00.

6.01.03 The review team will review the submitted evidence prior to the site visit to identify program strengths and weaknesses or missing information needed to support the performance criteria defined in this policy. Appendix B provides a detailed list of performance indicators and measures.

6.01.04 The review team will conduct an on-site review focusing on the results of the preliminary review and the performance criteria that are best evaluated by demonstration. The site visit will consist of an entrance interview, program review, and an exit interview.

6.01.05 CCHE will notify institutions of the recommendations according to the following schedule.

6.01.05.01 The review team will forward its findings in writing to CCHE within five days of a completed site visit.

6.01.05.02 CCHE will notify each institution of its preliminary recommendation for each program reviewed within ten days of a completed site visit.

6.01.05.03 CCHE will prepare a recommendation using the findings of the joint review team and formally share a written recommendation with the governing board within 30 days of the conclusion of the site visit. The staff may recommend that the Commission approve, discontinue, or place a teacher education program on probation.

6.01.05.04 An institution may submit a rejoinder to address the findings or, if necessary, request a second visit to address the findings of the review panel. If there is no request for a second visit, the final visit report will be presented to the committee.

6.01.05.04.01 The staff will recommend **full approval** of a teacher preparation program that meets the performance criteria adopted by the Commission and the professional content standards adopted by the State Board of Education.

6.01.05.04.02 The staff may recommend **probation or termination** of a teacher education preparation program that does not meet the performance criteria adopted by the Commission or the professional content standards adopted by the State Board of Education or both.

(a) If the Commission places a program on probation based upon the recommendation of the State Board of Education, the Commission shall consult with the State Board of Education in determining whether the program should be reapproved or whether the program should be terminated.

(b) Any teacher preparation program placed on probation shall not accept new students until staff recommends that the teacher preparation be removed from probationary status and the Commission acts affirmatively. The length of the probationary status shall not exceed one year.

(b.1.) If after one year on probation the teacher

preparation program fails to correct any of its deficiencies with regard to the performance criteria adopted by the Commission or the professional content standards adopted by the State Board of Education or both, the Commission shall order termination of the teacher preparation program.

(c) If the Commission determines that a teacher preparation program should be terminated, the teacher preparation program must not accept new students and must terminate within four years of the said determination.

6.01.06 Under CCHE's appeals process, a governing board may appeal a recommendation that places a program on probation or discontinues a teacher education program within 30 days of the Commission action.

6.01.06.01 To initiate an appeal, the governing board shall submit a written request identifying the program and the reasons why it is contesting the recommendation. This material will be included in the agenda materials.

6.01.06.02 The representative of the governing board filing an appeal shall have an opportunity to testify at the Commission meeting at which the site report is presented.

6.01.07 The Commission will act on the teacher preparation approval recommendations, including any programs that appealed the staff recommendation. Program approval requires six affirmative Commission votes. The Commission's action is binding.

6.01.07.01 If the Commission votes to discontinue a teacher preparation program, the decision is effective immediately. The institution may not admit, re-admit, or enroll new students effective on the date of the Commission vote.

6.01.07.02 Students enrolled in a discontinued program at the time of the Commission action may complete their degree program under the original graduation requirements. Under state statute, these students have a maximum of four years to complete the graduation and licensure requirements. The institution shall advise students who do not appear to be able to complete the requirements into a degree program approved for teacher preparation.

6.01.08 Protocol for Review of Teacher Education Programs

- 6.01.08.01 CCHE will solicit nominations from each teacher preparation constituency and select the site visit team. At minimum, the review team will consist of the designated CCHE and CDE representatives and three other members who represent the key teacher education constituents.
 - 6.01.08.02 Each review team member will participate in an orientation session prior to participating in the on-site review.
 - 6.01.08.03 Each institution will confirm the final review dates *180* days prior to the scheduled review, including the licensure areas and associated teacher preparation programs that the institution is requesting reauthorization.
- 6.02 Process for Discontinuing a Program by Institution Decision
- 6.02.01 Any institution wishing to discontinue an approved teacher education degree program must submit notification to CCHE in writing indicating the program to be discontinued, the reasons for the decision, and a timeframe for ending the program. If students are still completing the program, a plan for moving them to completion of the program or into another degree plan must be described.
- 6.03 Institutional reward system for field based activity
- Following the adoption of this policy, CCHE will convene a working group to develop a system that recognizes and rewards the level of involvement of faculty in field-based activity.
- 7.00 Data Reporting and Accountability**
- 7.01 CCHE in consultation with the governing boards will define the necessary data elements to monitor and evaluate the performance standards defined in statute and CCHE policy.
 - 7.02 CCHE will collaborate with the governing boards to specify the information and the approach for conducting the evaluation of teacher education programs that will be provided in the annual report to the education committees of the General Assembly.
 - 7.03 Beginning January 2002, CCHE will submit an annual report on the performance, quality, and effectiveness of teacher education programs to the house and senate education committees.
 - 7.04 CCHE and CDE will develop a memorandum of understanding that facilitates data sharing among the agencies regarding the key performance indicators, to follow-up on the placement, classroom performance, and licensure areas of students prepared in

approved teacher education programs. The sharing of data among state agencies for educational purposes is supported in federal and state law. Any agreement will conform to state and federal privacy laws.

TEACHER EDUCATION AUTHORIZATION PROCESS

C.R.S. 23-1-121 designates the Colorado Commission on Higher Education as the approving agency for all teacher education programs in Colorado. The statute includes public, private, and out-of-state institutions operating in Colorado. To facilitate the process, the Commission has developed a framework for requesting teacher education authorization.

- Institution submits the required materials to CCHE
- CCHE conducts the curriculum review and coordinates site visit if necessary.
- CCHE forwards copy of material to the State Board of Education to review program standards as outlined in the statute (e.g., mastery of skills).
- The State Board of Education forwards its recommendation to the Commission.
- The Commission acts on request.
- CCHE maintains database of approved teacher education programs.

To determine what type of materials are needed and the review process to follow, respond to the questions below to determine which box in the Approval Table applies.

1. Is my institution regionally accredited?
No. Sorry, your institution is not eligible to seek teacher education authorization in Colorado.
2. Is this the first request for teacher education authorization?
Yes. Go to Box 1
3. Does it involve a minor change to curriculum of a state-approved teacher education program?
Yes. Go to Box 5
4. Does the request involve a new degree program approval?
Yes. If public institution, go to Box 2 – Public
If private institution, go to Box 2 -- Private
5. Is the request for teacher education authorization for a currently approved degree program?
Yes. Go to box 3
6. Is the request for an endorsement area only?
Yes. Go to box 4.

Approval Process

Box	Institution Type	Materials Needed	Process	Approval Actions
1	No Previous Teacher Education Authorization in Colorado.	<p>Arrange for a planning meeting with CCHE (866-2723)</p> <p>Submit a complete set of materials addressing how both teacher education program standards are met, including:</p> <ul style="list-style-type: none"> • Admission criteria • Counseling implementation plan • Curriculum design for general education, major and professional knowledge • Course descriptions for major courses. • Assessment strategy • Field experience plan, qualifying criteria for master teachers, and list of individuals • Teaching skills/matrix of CDE standards to program design 	<p>Full program review with on-site visit</p> <ul style="list-style-type: none"> • Curriculum review pre-site visit. <hr/> <p>Public Institutions</p> <ul style="list-style-type: none"> • Site Review led by CCHE • CCHE review of Program Standards: Admission, Counseling, Content, Field experience & Assessment • CDE review of Program Standard: Mastery of Skills. <hr/> <p>Private Institutions:</p> <ul style="list-style-type: none"> • Site Review led by CDE • CCHE review of Program Standards: Field Experience & Assessment <p>CDE review of admission, counseling, content alignment, mastery of skills.</p>	<p>Commission acts on program approval.</p> <p>State Board of Education must send positive recommendation for Commission to consider proposal.</p>
2 PUBLIC	Public institution <u>New</u> degree program that is designed to prepare teachers or education professionals	<p>All required degree approval materials (see CCHE Policy for Academic Program Approval) and information on the following:</p> <ul style="list-style-type: none"> • Curriculum design for general education, major and professional knowledge • Course descriptions for major courses • Assessment strategy • Field experience plan, qualifying criteria for master teachers, and list 	<p>If performance data on existing teacher education programs demonstrate quality, review of documentation only.</p> <p>If performance data of existing programs indicate poor performance, on-site review.</p> <p>Program will have complete review in next review visit.</p>	<p>Commission acts on program approval after receiving State Board of Education recommendation regarding Program standard: Mastery of Skills.</p>

Box	Institution Type	Materials Needed	Process	Approval Actions
		of individuals <ul style="list-style-type: none"> Teaching skills/matrix of CDE standards to program design (waived if replicated in other degree program) 		
2 P R I V A T E	All programs seeking teacher education authorization	Modified set of materials addressing how teacher education standards are met, including: <ul style="list-style-type: none"> Market analysis Curriculum for general education, major and professional knowledge Course descriptions for major courses Assessment strategy Field experience plan, qualifying criteria for master teachers, and list of individuals Teaching skills/matrix of CDE standards to program design (may be waived if replicated in other degree program) 	If performance data on existing teacher education programs demonstrates quality, review of documentation only. If performance data indicates problems, on-site review.	Commission acts on program approval after receiving State Board of Education recommendation.
3 P U B L I C	<u>Currently approved</u> degree program that is seeking approval for teacher preparation authorization	Materials that includes: <ul style="list-style-type: none"> Curriculum design for general education, major and professional knowledge. Course descriptions for major courses. 	If performance data on existing programs demonstrates quality, review of documentation only. If performance data indicates poor performance, on-site review.	Commission acts on program approval after receiving State Board of Education recommendation regarding Program standard: Mastery of Skills.

Box	Institution Type	Materials Needed	Process	Approval Actions
4	Endorsement	Materials that includes: <ul style="list-style-type: none"> • Curriculum for major and professional knowledge • Teaching skills/matrix of CDE standards to program design (may be waived if replicated in other degree) 	CDE reviews teaching skills material CCHE reviews content	CDE recommends approval. CCHE acts on approval as consent item in next CCHE agenda.
5	Minor Curriculum Design Change	Submit a letter that describes the curricular change, rationale, and impact on teacher candidates.	CCHE staff determine if change meets program standards, including consulting with CDE if it involves mastery of skill elements.	Staff action CCHE sends letter to institution and retains copy in file.